

NC DSS CHILDREN'S SERVICES
**STATEWIDE TRAINING
PARTNERSHIP**

1999 Year-end Training Report

*Delivering competency-based, job-relevant,
accessible training for North Carolina's
child welfare social workers*

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Executive Summary

The purpose of this 1999 Year-end Report is to update various stakeholders in the North Carolina Children's Services Statewide Training Partnership of important developments in the training system. By developing this report the North Carolina Division of Social Services hopes not only to provide information and answers to stakeholders's questions, but also hopes to provide information that will generate new questions and ideas that will support a positive learning environment for all children's services workers throughout North Carolina.

This document outlines the accomplishments of the NCDSS Children's Services Statewide Training Partnership (CSSTP) during calendar year 1999. In the following pages you will find its mission, history, five-year vision, and current strategies, based on the Statewide Training Partnership's nine goals, including: curriculum revision; curriculum structure; training database and individual competency system; pool of competent trainers; curricula development and delivery; functional regional training centers; training evaluation system; collaboration among families, children and a diverse group of human services professionals; and a transfer of learning system.

In summary, during the calendar year 1999, the Children's Services Statewide Training Partnership provided a multiplicity of training opportunities for staff in county department of social services and others community agencies throughout North Carolina:

| Key Statistics | 1998 | 1999 | Increase |
|---|------|------|----------|
| Total number of curricula offered | 24 | 34 | 42% |
| Total number of training events offered | 170 | 222 | 31% |
| Total number of the above training events offered at the Regional Training Centers | 58 | 164 | 182% |
| Total number of training days delivered | 717 | 1078 | 50% |
| Total number of <i>Child Welfare in North Carolina</i> (Pre-Service) training offered | 20 | 43 | 115% |
| Total number of registrants from County DSS's | 5959 | 6390 | 7% |
| Total number of registrants from Other Agencies | 342 | 651 | 90% |

- In 1999, **164** out of 222 training events were offered at the Regional Training Center, which comprises **74%** of the total number of training events. (58 out of 170 - 34% of the training events in 1998).
- In 1999, **516** out of 1078 were Pre-Service training days, which comprises **48%** of the total number of training days (220 out of 717 – 28% in 1998).
- In addition to the above listed trainings events, a two-day *Sexual Abuse Institute* was held in Raleigh; a total of **286** child welfare and other human services workers attended the institute. Also, a three-day "*Putting Our Heads Together*" conference was held in Winston-Salem, a total of **606** child welfare and other human services workers attended the conference.
- Out of all 100 counties department of social services **99** were served at the training events (100 were served in 1998)

The North Carolina Division of Social Services is proud of our accomplishments during 1999, the first year of our Five-Year Vision for Children's Services Training: *A North Carolina Child Welfare Training System that guarantees a competency-based, job-relevant, accessible, affordable, consistent, timely and thorough training for children's services workers.*

North Carolina Division of Social Services Children's Services Statewide Training Partnership

Mission

NC Division of Social Services, Children's Services Section has developed the Children's Services Statewide Training Partnership whose mission is to develop, implement, and evaluate a responsible, accessible training and educational system, and to achieve a competent child welfare workforce committed to ensuring safe, permanent, nurturing families for children at risk of abuse, neglect or dependency. To support its mission, this partnership seeks the following outcomes:

- Service providers who demonstrate the knowledge and skills necessary to help families and children achieve safety and timely permanence.
- Service supervisors and managers who demonstrate the knowledge and skills necessary to help service providers achieve successful outcomes.
- Training programs and other learning resources that are open and accessible to community agencies and staff members.

History

Since 1985, the N.C. Division of Social Services has been providing training to county departments of social services (DSS) social workers. In 1997, in order to provide the additional pre-service and inservice training required by law, the Division reorganized to create the Staff Development Team. In 1998, in order to assure that social work professionals are given the maximum opportunity to grow, develop, and improve their services to families with children at risk of abuse, neglect or dependency, the NCDSS Children's Services Section implemented the Children's Services Statewide Training Partnership (CSSTP). In the same year, this partnership, guided by a Training Advisory Committee, implemented four Regional Training Centers, a Statewide Training Database, a Curricula Structure, and Collaborative Relationships with the University of North Carolina and NC Community College systems, as well as with private training providers.

Vision

In 1998, the Training Advisory Committee guided the CSSTP in creating a Statewide Training Partnership Vision for the next five years (1999 - 2004) based on the strong belief that standardized and competency based, foundation and advanced practice training must be ensured for all children's services staff. This vision is of a **North Carolina Child Welfare System that guarantees a competency-based, job-relevant, accessible, affordable, consistent, timely and thorough training for child welfare workers.** This vision is to be driven by the accomplishment of nine clearly defined goals. The following are strategies, based on the nine goals, that have been pursued during the calendar year 1999 in order to achieve these goals: curriculum revision; curricula structure; training database and individual competency system; pool of competent trainers; curricula development and delivery; functional regional training centers; training evaluation system; collaboration among families, children, and a diverse group of human services professionals; and transfer of learning system.

1. North Carolina Child Welfare Curricula Revision

“To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.” (Goal One)

After piloting and implementing the twelve-day *Child Welfare in North Carolina – Pre-service* curriculum in July 1998, the Division of Social Services has revised this curriculum to better address the competencies that new child welfare workers need to develop prior to direct client contact. This work was accomplished in collaboration with the North Carolina Family and Children’s Resource Program, part of the The Jordan Institute for Families, UNC-Chapel Hill School of Social Work. In the year 2000, plans are already underway for the third revision of this curriculum.

Also, as part of the Statewide Training Partnership’s effort to provide child welfare workers with relevant and accurate information, six more foundation curricula have been revised during the year 1999: Child Development in Families at Risk; Effects of Separation and Loss on Attachment; Intake in Child Welfare Services; Investigative Assessments in Child Welfare Services; Case Planning and Case Management in Child Welfare Services; and Placement in Child Welfare Services.

2. North Carolina Child Welfare Curricula Structure

“To provide standardized pre-service and foundation level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals” (Goal Two)

In 1998, the Children's Services Staff Development Team in collaboration with the UNC system has implemented a curricula structure to better provide essential training to social work professionals. In doing so, it was guided not only by legal mandate, but by desire to develop and support a competent child welfare work force committed to ensuring permanent, safe, nurturing families for children at risk of abuse, neglect, or dependency. The new Child Welfare Training System curricula consist of three levels of trainings. (Attachment “A”)

In 1999, the Children’s Services Staff Development Team through the Statewide Training Partnership continued to provide the required pre-service and foundation level training for all new child welfare services employees, and has implemented newly developed training based on the following curricula structure.

Curricula Structure - Levels of Training

100 Series training – Social workers and social work supervisors with Child Welfare Services responsibility must complete "Child Welfare in North Carolina (Pre-Service)" prior to having direct contact and/or assuming supervisory responsibility. This training meets the required 72 hours of pre-service training.

- Child Welfare in North Carolina:
 - Family-Centered Practice Foundation (Week I)
 - Introduction to County DSS (Week II)
 - Family Assessment and Change Process (Week III)

200 Series, Tier 1 training – Social workers and social work supervisors must complete the training listed below. These trainings meet the required 18/39 hours of additional training within the first year of employment. The Tier 1 training is composed of four curricula listed below.

- Legal Aspects of Child Welfare Services
- Child Development in Families at Risk
- Effects of Separation and Loss on Attachment
- Medical Aspects of Child Protective Services

200 Series, Tier 2 training – Social workers and social work supervisors must complete the 200 Series, Tier two training, as is applicable to their job functions, within one year of assuming a child welfare services position. These trainings also meet the required 18/39 hours of additional training within the first year of employment. During year 1999, the NC Division of Social Services in collaboration with University system and private training organizations, have developed and provided the Tier 2 curricula listed below:

- Adoptions in Child Welfare Services
- Intake in Child Welfare Services
- Investigative Assessments in Child Welfare Services
- Case Planning and Case Management in Child Welfare Services
- Placement in Child Welfare Services
- Family-Centered Practice in Family Preservation Program (*developed in 1996*)
- Foster Family Home Licensing in Child Welfare Services
- Adolescent Independent Living 101 (*developed in 1996*)

300 Series – Social workers and social work supervisors, regardless of employment date, are required to have 24 hours of continuing education every year after the first year of employment. In 1999, to continue meeting this requirement the NC Division of Social Services in collaboration with University system and private training providers, have provided the following curricula:

- Alcohol and Other Drugs: A Competency-Based Training (*replaced by “Substance Abuse” curriculum*)
- Case Building Toward Permanence
- Crossing the Threshold: Helping Adolescents Move Into Adulthood
- Deciding Together: A Program to Prepare Families for Fostering or Adoption on Individuals Basis
- Family Services Case Plans (*new curriculum developed in 1999*)
- Interviewing for Children’s Services (*new curriculum developed in 1999*)
- Introduction to Child Sexual Abuse in Child Welfare Services (*replaced “Child Sexual Abuse” curriculum*)
- MAPP/GPS - Model Approach to Partnerships in Parenting/Group Preparation and Selection
- Measure Twice-Cut Once (*new curriculum developed in 1999*)
- Money Matters: Foster Care Funding Basics (*new curriculum developed in 1999*)
- Substance Abuse for Child Welfare Services
- True Colors

3. North Carolina Statewide Training Database System

“To implement and utilize the Individualized Training Competency Assessment (ITCA) statewide computerized tracking system.” (Goal Three)

During FY 1997-1998 a new version of the North Carolina Statewide Training System (NCSTS) was developed to serve two primary functions. First, the NCSTS is designed to track the enrollment and completion of training for social workers in North Carolina. Second, the Statewide Training System provides administrators with information useful for monitoring the demand and supply of training needs across the state. This will improve the State’s ability to react quickly to sharp increases in demand, and to plan for future training. The NCSTS has been designed with an eye toward facilitating routine data entry functions, such as entering registrations, training descriptions, training events, printing documents, and constructing reports. Since this database system has been designed for use over the World Wide Web, the Children's Services Regional Training Centers and the Central office have immediate and simultaneous access to North Carolina training information.

During calendar year 1999, the Division in collaboration with The Jordan Institute for Families, UNC-CH School of Social Work have been conducting technological research to further develop the NCSTS in order to support the implementation of an online Individual Training Competency Assessment (ITCA). The initial purpose of an ITCA online is to expedite the process of generating individual score reports, as well as, the process of matching individual training requests with upcoming training schedule already tracked by the NCSTS database.

4. NCDSS Staff and Contract Trainers

“To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina’s child welfare system.” (Goal Four)

In 1998, the Statewide Training Partnership Advisory Committee appointed some of its members to form a subcommittee responsible to guide the collaborative effort among the Children’s Services Staff Development Team, The Jordan Institute for Families at the UNC-Chapel Hill School of Social, and the School of Social Work at East Carolina University and other private training providers. During the calendar year 1999, a diverse group of approximately twenty-eight contract trainers have been identified, including: adoptive/foster parents, county department of social services social workers, and other human services professionals throughout North Carolina. These contract trainers were orientated and prepared to co-train with Children’s Services trainers a variety of 200 series courses, Tier 1 and 2.

In addition to building the trainer pool, the CSSTP has provided a number of trainer skills development opportunities, throughout 1999, that are designed to develop and build excellence in training.

5. North Carolina Curricula Development

“To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina’s child welfare standards.” (Goal Five)

Based on the above 1998 curricula structure developed by the Statewide Training Partnership, ten new curricula have been developed and delivered during 1999:

- Adoptions in Child Welfare Services
- Case Planning and Case Management in Child Welfare Services
- Foster Family Home Licensing in Child Welfare Services
- Intake in Child Welfare Services
- Interviewing for Children’s Services
- Investigative Assessments in Child Welfare Services
- Introduction to Child Sexual Abuse in Child Welfare Services
- Introduction to Supervision for Child Welfare Services
- Legal Aspects of Child Welfare Services
- Placement in Child Welfare Services

These new curricula were developed according to a standardized system that consists of a competency-based curriculum development. This process includes:

- Convene a work team (curriculum writers and content experts)
- Identify competencies
- Develop an outline
- Write curriculum (trainer’s notes and participants handouts)
- Send curriculum out to the work team and others for review
- Prepare the trainers who will pilot the curriculum
- Pilot the curriculum (one or more times)
- Make revisions
- Submit final copy to trainers

1999 Curricula Delivery

During the calendar year 1999, the Children's Services Statewide Training Partnership provided a multiplicity of training opportunities for staff in county department of social services and others community agencies throughout North Carolina (Attachment “B”). A total of **34** different curricula were provided during 1999 (Table 1), compared with 24 curricula that were offered in 1998. Each of these curricula was offered many times, which total **222** training events (compared with 170 events in 1998) equaling **1078** days of training (Table 2) compared with 717 days of training in 1998. A total of **6390** registrants were county DSS workers and **651** were from other agencies (Table 3) compared with 5959 DSS workers and 342 from other agencies workers in 1998. Out of all 100 counties department of social services **99** were served at those training events (Table 4). In addition to these trainings events, a two-day *Sexual Abuse Institute* was held in Raleigh; a total of **286** child welfare and other human services workers attended the institute and a three-day “*Putting Our Heads Together*” conference was held in Winston-Salem, a total of **606** child welfare and other human services workers attended this conference.

Curricula Description:

1. A Systems Approach to Supervision: The purpose of this ten-day training is to assist supervisors in deepening and integrating their understanding of parallel process and the nature and functioning of systems on multiple levels: families; work units; and the larger community. Through the training, supervisors explore their role in creating learning systems within their units and in modeling respect and appreciation for diversity and difference among clients, co-workers, and community members. This curriculum was developed by Resources for Change, Inc. *(In Fall, 1999 this training was replaced by "Introduction to Supervision for Child Welfare Services" curriculum)*

2. Adolescent Independent Living 101: This three-day training is devoted to providing basic independent living training on principles, assessment, teaching skills, and developing a program. This program is a three-day residency seminar. This training is designed for all county and residential staff who work with adolescents. This curriculum was developed by Independent Living Resources, Inc.

3. Adolescent Independent Living Group Work: This three-day training is devoted to providing life skills training in the group setting. The program covers all aspects of running an adolescent skills group. Topics include: planning and setting up a group, providing one or twenty sessions, location and other logistics concerns, motivation, incentives, and measuring success. This curriculum was developed by Independent Living Resources, Inc.

4. Adoptions in Child Welfare Services: This specialized three-day curriculum focus on children awaiting adoptive placement and families who are interested in adopting children. Topics covered in this curriculum include: the policies, laws, and best practice that support a broad based community approach to finding families who are willing, able and informed about the parenting of children who are available for adoption; the importance of gathering firm assessment information about the child's needs and the prospective families strengths; the skills necessary to prepare the child and family for the adoption experience; and, the need for a plan for post placement supports for the family to increase permanence. This curriculum was developed by NC Family and Children's Resource Program, part of The Jordan Institute for Families UNC-CH School of Social Work. *(New curriculum implemented in 1999)*

5. Alcohol and Other Drugs: A Competency-Based Training: This three-day training is designed for all child welfare social workers and supervisors. As alcohol and drug abuse are directly related to child and family well-being, during this training the participant learns the scope, range, and dynamics of alcohol and drug abuse, the impact of this abuse on families and the range of service interventions currently available. This curriculum was developed by the Child Welfare League of America and modified by NC DSS staff.

6. Case Building Toward Permanence: With permanence as the ultimate goal and a clear knowledge of the damage the foster care system can do to children, DSS must move immediately and continuously toward all possible permanent plans for a foster child at the same time. This case building is best accomplished through a coordinated approach by DSS, the GAL, court and community resources with the family. This one-day training covers the elements of case building from initial intervention and assessment through court involvement to the realization of the permanent plan. Participants are shown how to case build more effectively with case plans, case reviews, petitions and court orders. A discussion of the grief and loss and separation and attachment issues faced by foster children reinforces the need for case building to a timely, appropriate permanent plan for each child. This curriculum was developed by staff within the NC Division of Social Services and the NC Attorney General Office.

7. Case Planning and Management in Child Welfare Services: This specialized four-day curriculum focus on the skills, beliefs, and competencies that are necessary to achieve successful

outcomes with families and children. This training is interactive and includes numerous opportunities for skill practice. Topics covered include relationships as a foundation for practice, definition of the role of case manager, preparation to work with a family, utilizing risk assessment, objective setting, family group decision making, completing the family services case plan, case documentation, monitoring the case, testifying in court, termination/transition, and professional development. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families UNC-CH School of Social Work. *(New curriculum implemented in 1999)*

8. Child Development in Families at Risk: This two-day curriculum focus on children whose development is affected by abuse or neglect, and/or developmental delays. It is targeted to social workers, and other human service personnel, who make decisions about children which must take into account their physical, emotional and social development in order to be effective and to lessen harm. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Insittute for Families UNC-CH School of Social Work. *(Child Development curriculum was revised in 1999)*

9. Child Sexual Abuse: Child Sexual Abuse training serves as an introduction to the dynamics of child sexual abuse and is intended for social workers and supervisors. This six-day training is divided into two parts: Part I–Overview is designed to provide a conceptual framework for dealing with child sexual abuse, and Part II–Interview/Resolution focuses on interviewing family members, and also requires participants to practice the interviewing techniques presented. The final day of training briefly introduces the issues as it relates to the treatment of the individual family members as well as the family system. This curriculum was developed by The American Humane Association and modified by NC DSS staff. *(In Fall 1999, this training was replaced by "Introduction to Child Sexual Abuse" curriculum)*

10. Child Welfare in North Carolina (Pre-Service): Child Welfare in North Carolina is a three-week competency based pre-service training that is designed to provide social workers and supervisors with an orientation to the North Carolina child welfare system. During this training participants are provided with an overview of the organizational structure of the County DSS, information about Child Welfare laws, policies and standards, best practices related to family-centered practice and the family assessment, and change process ranging from CPS intake to adoption (Attachment "C"). This curriculum was developed by the NC Division of Social Services and the NC Family and Children's Resource Program, part of The Jordan Institute for Families UNC-CH School of Social Work. *(Child Welfare in NC curriculum was revised in July, 1999)*

11. Child Welfare in North Carolina for Students: Child Welfare in North Carolina for Students is a 30 hour training targeted toward individuals who are pursuing a MSW from a North Carolina accredited school of social work. Students must also complete an internship in a North Carolina public child welfare agency. This 5 day training provides students with an overview of DSS and specific information regarding a case from the point of Intake through Adoptions. This training in combination with the MSW educational requirements and a public child welfare field placement will meet the 72 hour pre-service training component required by law. This curriculum was developed by the NC Division of Social Services.

12. Crossing the Threshold, Helping Adolescents Move Into Adulthood: This three-day training is designed to prepare teams of social workers and foster parent trainers to teach foster parents the skills that will enhance their work and relationships with adolescents preparing for independent living. Crossing the Threshold has twelve modules, ten of which can stand alone for in service training with foster parents. The modules emphasize values and patterns in families, the impact of separation and loss on attachment and its effect on moving toward independence, the emancipation process, sexual identity within the context of adolescent development, learning styles, caring confrontation, working in partnership, life skills, decision making and goal setting, and

advocacy. Participants learn how to prepare "Speak Out" and brainstorming sessions with teens about the needs of older adolescents in their community. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families, UNC-CH School of Social Work.

13. Deciding Together: A Program to Prepare Families for Fostering or Adoption on An Individual Basis: This three-day training is based on the Model Approach to Partnership in Parenting/Group Preparation and Selection program. This program uses the same twelve key abilities necessary for successful foster and /or adoptive parenting. Deciding Together develops individual families at a level equal to that of MAPP-GPS. This individual preparation and selection program provides the agency with a flexible alternative to the group preparation and selection process. This three-day curriculum was developed by the Child Welfare Institute.

14. Effects of Separation and Loss on Attachment: This two-day training is designed for social workers who are responsible for the removal and placement of children. It includes information about the following: the attachment process; separation from the viewpoint of the child; grief reactions based upon childhood developmental ages and stages; and strategies to help a child reattach. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families UNC-CH School of Social Work. (*Effects of Separation curriculum was revised in 1999*)

15. Family-Centered Practice in Family Preservation Services: This specialized six-day curriculum is designed for family preservation and other home-based services workers, which provides instruction in the skills necessary for a successful in-home intervention. This curriculum was developed by the Home Remedies, part of the Bringing It All Back Home (BIABH) Study Center at the Appalachian State University School of Social Work.

16. Family-Centered/Family Preservation Services Supervisors' Training: This three-day training is designed for supervisors in all family and child-serving agencies in North Carolina, including Family Preservation Programs; Social Services; Mental Health, Developmental Disabilities, Substance Abuse Services; and Juvenile Justice. This workshop combines brief presentations by instructors with small group discussions and exercises. Knowledge and skill areas covered include the following: identifying key traits of effective family-centered professionals; understanding and implementing effective teams; and communicating with stakeholders about the value of family-centered services. On the third day, the participants have the opportunity to prepare and deliver a short presentation. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families UNC-CH School of Social Work.

17. Family Services Case Plans: This two-day training is focused on the connection between the identification of risk factors in families and the development of mutually agreed upon case plans that are specific, measurable, achievable, realistic and timely. This curriculum was developed by staff within the NC Division of Social Services. (*New training implemented in Fall 1999*)

18. Foster Family Home Licensing in Child Welfare Services: This specialized two-day training focuses on the process of licensing foster parents a county department of social services. The topics covered include NC licensing procedures, issues of kinship and pre-adoptive placements, assisting families in the self-selection process and in their partnerships with other team members, matching children with the most appropriate placement, MEPA considerations, the roles of the licensing worker and the child placement worker, preventing disruptions, and skills for working with foster parents. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families UNC-CH School of Social Work. (*New curriculum implemented in Fall 1999.*)

19. Intake in Child Welfare Services: This three-day specialized training focuses on providing both the knowledge base and the skills to prepare workers responsible for receiving reports

of child maltreatment, assessing whether those reports meet the criteria for child abuse, neglect, or dependency in North Carolina and participating in the decision as to how the agency will respond. Much of the learning involves participant interaction, and participants are expected to engage in skill practice through experiential and group activities. Topics covered include reporting child maltreatment, relating to the caller, educating the public, intake interviews, screening, consultation, documentation, time frames issues, triage, and safety issues. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families UNC-CH School of Social Work. *(New curriculum was implemented in Fall 1999)*

20. Interviewing for Children's Services: During this three-day training participants learn a developmentally oriented practice of interviewing with a client. This training encourages social workers to examine their individual, natural style and strengths of interviewing. This curriculum was developed by the Partnership for Human Services at East Carolina University School of Social Work and Criminal Justice Program. *(New curriculum implemented in Spring 1999)*

21. Introduction to Child Sexual Abuse in Child Welfare Services: This six-day curriculum is designed to provide the social worker with a foundation for identifying and assessing child sexual abuse. Topics covered include: legal definitions of sexual abuse and other related laws in North Carolina; survivor, sibling, offender and non-offending parent dynamics; characteristics of a family in which child sexual abuse is found; and, the steps necessary to complete a child sexual abuse case according to policy and best practice. The social worker's personal reaction to cases involving child sexual abuse is discussed. Ways to prevent burnout and compassion fatigue are recommended. Interview methods with the child, perpetrator, siblings and the other parent are taught and practiced. This curriculum was developed by the NC Division of Social Services in collaboration with the NC Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. *(In Fall 1999, this new training replaced "Child Sexual Abuse" curriculum)*

22. Introduction to Supervision for Child Welfare Services: This nine-day curriculum focuses on the complex challenges new supervisors face. Participants are presented with ways to get support, information and a way of addressing the interpersonal dynamics that can influence the effectiveness of the unit. Applications oriented topics include individual learning styles, leadership skills, evaluation frameworks, group development and team building. This curriculum was developed by Resource for Changes, Inc. *(New curriculum implemented in Spring 1999)*

23. Investigative Assessments in Child Welfare Services: This specialized three-day curriculum focuses on the knowledge and skills necessary to complete an investigation of a family who has been referred for possible child abuse, neglect or dependency. Topics covered include preparing to see the family, completing a comprehensive investigation of an allegation, documenting the assessment of child safety, and making decisions regarding substantiation for abuse and neglect. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-CH School of Social Work. *(New curriculum implemented in Fall 1999)*

24. Legal Aspects of Child Protective Services: This one-day curriculum is designed to provide CPS personnel with legal information that will help them understand the role of the juvenile court in protecting abused, neglected, and dependent children. This curriculum was developed by staff within the NC Attorney General Office. Legal Aspects of Child Protective Services. *(This curriculum has been replaced by the "Legal Aspects of Child Welfare in North Carolina" curriculum)*

25. Legal Aspects of Child Welfare in North Carolina: This two-day foundation curriculum is designed to provide Child Welfare staff with legal information that will help them understand the role of the juvenile court in protecting abused, neglected, and dependent children. This

curriculum was developed by the Partnership for Human Services at East Carolina University School of Social Work and Criminal Justice Program. *(New curriculum implemented in Spring 1999)*

26. MAPP/GPS Model Approach to Partnerships in Parenting, Group Preparation and Selection: This eight-day training is designed to guide foster and adoptive parent applicants and agencies through the complex issues they will face together in working toward the goal of permanence with children. The curriculum is used as a framework to lead parent applicants towards assessing and learning 12 key abilities which are necessary for successful foster and/or adoptive parenting. During the eight days, social workers will learn how to use the Group Preparation and Selection Program, including: the family profile, partnership and professional development plans, the summary and recommendation and the ten meetings. They will also learn to help prospective foster and adoptive parents to identify their strengths and needs in relation to fostering and adopting. This curriculum was developed by the Child Welfare Institute.

27. Measure Twice-Cut Once: Using MEPA/IEP to Develop Foster Family Recruitment and Retention Strategies: This three-day training is designed for all child welfare staff, and focuses on teaching participants how the requirements of MEPA-IEP (Multi-Ethnic Placement Act of 1994) and its amendment of 1996 effects strategies for recruiting and retaining foster and adoptive families. Participants also learn techniques for assessing strengths and needs of current recruitment strategies. This curriculum was developed by the Child Welfare Institute. *(New curriculum implemented in Spring 1999)*

28. Medical Aspects of Child Protective Services: This two-day training is designed to help social workers understand the physical indicators of child abuse and neglect, secure medical examinations in a timely fashion, understand and interpret the results of those examinations, and help families understand follow-up care instructions for their children. This curriculum was developed by the UNC-CH Medical School, Child Medical Evaluation Program.

29. Money Matters: Foster Care Funding Basics: This four-hour training is designed for child welfare staff, including Program Administrators, Supervisors, data entry and fiscal staff. It addresses the various funding streams which support foster care placements. Participants obtain information regarding the child placement and payment system as well as information about facility rates. This curriculum was developed by the NC Division of Social Services. *(New curriculum implemented in Spring, 1999)*

30. Placement in Child Welfare Services: This specialized four-day curriculum provides participants with information about making appropriate foster care placement and gives them numerous opportunities for skill practice. This curriculum focuses on strategies to minimize trauma to the child. Topics covered include the dynamics of attachment and separation, preparation for placement, history and legal basis of foster care, permanency planning, ICWA and MEPA, visitation and reunification, teamwork among social workers, birth and foster families, behavior management and sensitive foster care issues. This curriculum was developed by the NC Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-CH School of Social Work. *(New curriculum implemented in Fall, 1999)*

31. Pre-Service Overview for Supervisors: This two-day training is designed to provide child welfare management with a 2-day overview of "Child Welfare in North Carolina," the 72 hours pre-service training for new workers. This training provides child welfare management with knowledge to assist their workers with a transfer of knowledge from the classroom to their job. This curriculum was developed by the NC Division of Social Services. *(New curriculum implemented in Spring, 1999)*

32. Substance Abuse in Child Welfare Services: This three-day training focuses on children and families affected by alcohol and other drug abuse. Topics covered include family violence, child maltreatment, and interventions strategies. This curriculum was developed by the NC

Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. *(In July, 1999 this training replaced the "Alcohol and Other Drugs" curriculum)*

33. True Colors: This one-day curriculum is an easy, entertaining way to begin to understand communication style. Identifying your style becomes an invaluable tool for engaging families, co-workers and other professionals. Based on the principles of "edu-tainment," True Colors is an exciting and fun way to improve your understanding of yourself and others. During this one-day session, practical applications will be discussed that will assist you in positive relationship building. This curriculum was developed by the NC Division of Social Services. *(New curriculum was implemented in Fall, 1999)*

34. Working with Adolescents in Foster and Residential Care: This one-day training focuses on learning to address adolescent's special needs while moving towards self-sufficiency. This curriculum was developed by Independent Living Resources, Inc.

6. North Carolina Children's Services Regional Training Centers

"To establish fully functional regional training center" (Goal Six)

During the calendar year 1999 a total of **164** training events were offered at the Regional Training Centers compared with 58 events in 1998 (Table 5). These four Children's Services regional training centers (Asheville, Charlotte, Greensboro, Kinston) were established in 1998 in partnership with community colleges: Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston (Attachment "D"). Two trainers and a clerical support have been employed to provide training in these centers. The primary responsibility of the trainers in the centers is to deliver the required pre-service training on an on-going basis. This year under the coordination of the Division's Children's Services Central Office in Raleigh, the trainers in these centers have offered a total of **40** Pre-service training events, and they have been prepared to train the 200 Series, Tier 2 training.

7. North Carolina Child Welfare Training Evaluation System

"To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness." (Goal Seven)

Development and implementation of a strategic plan for evaluating training contributes to the establishment and maintenance of the type of training program mandated by the North Carolina legislature. Without such an evaluation plan, there would be no way to assess the extent to which the training program is successful in achieving its intended outcomes.

Strategic Plan for Evaluation

In 1999, the CSSTP completed the strategic plan for evaluating its training program. The first step in creating the strategic was the formation of the Child Welfare Evaluation Advisory Committee. This committee represents various stakeholders in the Statewide Training Partnership to ensure that the plan reflects broad input from various groups who are involved in and affected by the training system. Membership includes representatives from the Children's Services Staff Development Team, the regional team, universities, and county departments.

Kilpatrick's (1975) model of Four Levels of Training Evaluation served as the model for this plan. Evaluation of participant satisfaction (Level 1) is based on the assumption that satisfaction with the content, delivery, and environment of training enhances effectiveness of the learning process. The second level of evaluation is evaluation of learning that measures the extent to which participants master the knowledge and skills that are taught. Level 3 evaluation focuses on the transfer of learning, that is, the extent to which training participants use the knowledge and skills taught in training on the job. Impact evaluation (Level 4) examines the relationship between training and outcomes for clients. The proposed evaluation model takes into account all elements of the Child Welfare Training System and how those elements interact with each other. The specific aspects to be evaluated include:

- Participant satisfaction
- Participant learning
- Transfer of learning on the job
- Impact of training
- Curriculum
- Trainer effectiveness
- Overall operation of the training system
- Cost analysis
- Use of information system technology

During 1999, as part of the Five-Year Strategic Plan for Evaluation, the Child Welfare Training System Advisory Committee developed and piloted a comprehensive *Participant Satisfaction Form* (PSF) to be implemented in February 2000 by every child welfare training sponsored by the Division. The purpose of the PSF is to evaluate participants' satisfaction with the content, delivery, and environment of all training attended. The information obtained from these forms will be automated in 2000 and will serve to assist management in making changes regarding all aspects of the training system.

In addition to the development of the PSF, the Evaluation subcommittee in collaboration with UNC-Greensboro and NC A&T initiated an evaluation of supervisors' perceptions of workers learning after attending the pre-service training. This evaluation will be complete in Spring 2000 and a report will be produced. This information will help guide the next revision to the pre-service curriculum.

8. North Carolina Collaborative Partnership

“To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components.” (Goal Eight)

The North Carolina Division of Social Services is committed to a collaborative partnership with many of the university system’s campuses including UNC-Chapel Hill, East Carolina University, UNC-Greensboro, North Carolina A & T University, North Carolina State University, Appalachian State University, UNC-Charlotte, UNC-Wilmington, and private training providers such as, Independent Living Resources, Inc. and Resources for Change, Inc. , Child Welfare Institute, and Institute for Human Services. These different partners are working with the Division in the areas of curriculum development, advanced practice training, research, evaluation, training logistics, and publications.

In June/1999, the Children’s Services in collaboration with Resources for Change, Inc. and the Jordan Institute for Families, UNC-CH School of Social Work held a two-day NC Children’s Services Statewide Training Partnership event. The purpose of this event was to foster a relationship among all statewide training partners that promotes ongoing and collaborative planning, management and evaluation of all system components.

North Carolina Child Welfare Education Collaborative Initiative

A special provision, passed by the General Assembly in 1999, authorized the NC Division of Social Services to grant full or partial exemptions to the mandatory pre-service training for graduates and students enrolled in as accredited MSW or BSW program in North Carolina.

To put this provision into effect, a new initiative has been implemented by the Children’s Services Statewide Training Partnership titled, “NC Child Welfare Education Collaborative.” This initiative is a joint effort of the three graduate social work programs in North Carolina: The University of North Carolina at Chapel Hill, East Carolina University, and the Joint Master of Social Work Program at the North Carolina A & T State University and the University of North Carolina at Greensboro. Each of the three MSW programs reviewed the correlation between the Program’s curriculum and the child welfare pre-service competencies that inform the mandatory pre-service training. Based on the findings of this review process, the Division authorized a partial exemption to pre-service training for MSW students enrolled in the program that completed the curriculum review. These students can satisfy the pre-service requirement by successfully completing a customized, 5-day version of pre-service training, completing a practicum in a public child welfare setting, and graduating from the MSW program.

The NC Child Welfare Education Collaborative seeks to strengthen public child welfare services in the State by increasing the number and diversity of well-trained and highly committed MSWs in local Departments of Social Services. Offering special educational opportunities emphasizing public child welfare practice, the Collaborative provides financial support for selected social work graduate students who will commit to employment in North Carolina County DSS. The Collaborative will pay in-state tuition for all students in the program. Full-time students receive a \$15,000 living award annually, and part-time students receive financial support for books and travel expenses.

In addition to this initiative, three BSW programs: North Carolina State University (NCST), UNC-Wilmington, and Appalachian State University (ASU) have likewise reviewed the correlation between their program’s curriculum and the child welfare pre-service competencies that inform the mandatory pre-service training. In the Fall, 1999 two of these schools (NCSU, ASU) implemented a specialized child welfare component which ensures that all specialized child welfare component

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which ensured that all competencies were being taught. These students can satisfy the pre-service requirement by completing the specialized child welfare component and graduating from their program.

9. North Carolina Transfer of Learning System

“To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.” (Goal Nine)

Providing child welfare services in any capacity require certain knowledge and skills. To be recognized as competent, agency administrators, supervisors and social workers, staff must demonstrate professional behaviors that achieve the overall purposes of child welfare. Developing competence in child welfare requires the workers’ effective application of knowledge and skill gained in in-service training to the job setting. The transfer of learning involves specific activities the supervisor can utilize before, during and after training to assist their staff in becoming competent child welfare staff.

To achieve competence in child welfare, staff learn in several stages. New agency staff begin at the Unconscious Incompetence level. In this stage, the worker does not know what they do not know. The second stage is the Conscious Incompetence, where staff begins to recognize there is an abundance of knowledge and skill they need to gain. Level three involves the Conscious Competence. In this stage the worker has acquired knowledge and skill in child welfare, but they must think about their actions before implementing these. The next stage is the Unconscious Competence level. At this level staff are able to make decisions, plan with families and take further actions based upon the knowledge and skill they possess. However, they are unable to explain why they have followed a certain course of action. The final level is the Conscious Unconscious Competence. This is the highest level of job performance where staff makes certain decisions and follows a certain course of action based upon their knowledge and skill. At this level, staff can also explain the reasons for their case decisions and course of action.

During calendar year 1999, the partnership has begun to develop strategies to assist staff with the transfer of learning that will assist trainees with the transfer of the knowledge and skill learned in the classroom to their individual job. Ultimately, these strategies will assist the worker in achieving the Conscious Unconscious Competence level of competency.

Pre-Service Overview for Supervisors

The Division has developed a two-day “Pre-Service Overview for Supervisors”. This training provides supervisors with an overview of the 72-hour pre-service training that is required of all new child welfare staff. Throughout this training, supervisors are provided with suggestions on how to prepare their staff for the beginning of training, coaching and activities that may be utilized during and after the training event.

Supervisors as Teacher

This two-day curriculum provides supervisors with knowledge regarding adult learning theory and how to coach and support staff in becoming competent child welfare personnel. Supervisors are provided with information on training, mentoring and consultation that they can engage in with their staff.

Supervisory Meetings

Division administrative staff has met with five supervisory groups to discuss a competency-based training system, that includes the transfer of learning. During these meetings, supervisory staff are explained the levels of competence that are a part of normal staff development and suggestions on how supervisors can assist their staff in moving from one level to another.

Guidelines for an Effective Training Experience

In calendar year 1999, "Guidelines for an Effective Training Experience" were devised and included in all training schedules mailed to child welfare staff. These guidelines provide supervisory staff with suggestions on various methods that trainers, supervisors and trainees can implement to assist with a transfer of learning.

Tables Summaries

The meticulous reader may discover minor discrepancies between figures when cross checking summary counts between tables. These isolated discrepancies are due to unresolved data quality issues stemming from a combination rescheduling training's that were cancelled due to flooding in Eastern and Central North Carolina and data entry errors. During this difficult time data entry personnel focused their energy on relocating and rescheduling training events and reregistering workers for those newly scheduled events. As may be expected, this situation incurred a corresponding increase in data entry errors. Most discrepancies have been identified and resolved; the few remaining instances are being redressed through a combination of intensive data analysis and ongoing conversations with data entry personnel.

Table 1: Total of Curricula Offered During Year 1999

| # | NC Division of Social Services Children's Services Section, Staff Development Team Curricula | Total Days by Curricula |
|-----|--|-------------------------------|
| 1. | A Systems Approach to Supervision | 10 |
| 2. | Adolescent Independent Living 101 | 3 |
| 3. | Adolescent Independent Living Group Work | 3 |
| 4. | Adoptions in Child Welfare Services * | 3 |
| 5. | Alcohol and Other Drugs: A Competency-Based Training | 3 |
| 6. | Case Building Toward Permanence | 1 |
| 7. | Case Planning and Case Management in Child Welfare Services * | 4 |
| 8. | Child Development in Families at Risk | 2 |
| 9. | Child Sexual Abuse | 6 |
| 10. | Child Welfare in North Carolina, Weeks I, II, and III | 12 |
| 11. | Child Welfare Services in NC for Students * | 5 |
| 12. | Crossing the Threshold: Helping Adolescents Move Into Adulthood | 3 |
| 13. | Deciding Together: A Program to Prepare Families for Fostering or Adoption on An Individual Basis | 3 |
| 14. | Effects of Separation and Loss on Attachment | 2 |
| 15. | Family-Centered Practice in Family-Preservation Program | 6 |
| 16. | Family-Centered/Family Preservation Services Supervisors' Training | 3 |
| 17. | Family Services Case Plans * | 2 |
| 18. | Foster Family Home Licensing in Child Welfare Services * | 2 |
| 19. | Intake in Child Welfare Services * | 3 |
| 20. | Interviewing for Children's Services * | 3 |
| 21. | Introduction to Child Sexual Abuse in Child Welfare Services * | 6 |
| 22. | Introduction to Supervision for Child Welfare Services * | 9 |
| 23. | Investigative Assessments in Child Welfare Services * | 3 |
| 24. | Legal Aspects of Child Protective Services | 1 |
| 25. | Legal Aspects of Child Welfare Services * | 2 |
| 26. | MAPP/GPS - Model Approach to Partnerships in Parenting/Group Preparation and Selection | 8 |
| 27. | Measure Twice-Cut Once: Using MEPA-IEP to Develop Foster Family Recruitment and Retention Strategies * | 3 |
| 28. | Medical Aspects of Child Protective Services | 2 |
| 29. | Money Matters: Foster Care Funding Basics * | 1 |
| 30. | Placement in Child Welfare Services * | 4 |
| 31. | Pre-Service Overview for Supervisors * | 2 |
| 32. | Substance Abuse in Child Welfare Services * | 3 |
| 33. | True Colors | 1 |
| 34. | Working with Adolescents in Foster Care and Residential Care * | 1 |

* New training delivered in 1999

Table 2: Training Events and Days Delivered During Year 1999

| Trn g # | NC DSS Children's Services Section Staff Develop Team Curricula | Total # Events | # Events at RTC's | Total trng.day s |
|------------------------|--|---------------------------|------------------------------|---------------------------------|
| 1. | A Systems Approach to Supervision | 1 | 0 | 10 |
| 2. | Adolescent Independent Living 101 | 2 | 0 | 6 |
| 3. | Adolescent Independent Living Group Work | 1 | 0 | 3 |
| 4. | Adoptions in Child Welfare Services | 4 | 3 | 12 |
| 5. | Alcohol and Other Drugs: A Competency-Based Training | 4 | 3 | 12 |
| 6. | Case Building Toward Permanence | 1 | 1 | 1 |
| 7. | Case Planning and Case Management in Child Welfare Services | 9 | 9 | 36 |
| 8. | Child Development in Families at Risk | 14 | 14 | 28 |
| 9. | Child Sexual Abuse | 5 | 3 | 30 |
| 10. | Child Welfare in North Carolina, Weeks 1, 2, & 3 | 43 | 40 | 516 |
| 11. | Child Welfare in North Carolina for Students | 1 | 0 | 5 |
| 12. | Crossing the Threshold: Helping Adolesc. Move Into Adulthood | 2 | 2 | 5 |
| 13. | Deciding Together | 3 | 3 | 8 |
| 14. | Effects of Separation and Loss on Attachment | 16 | 16 | 32 |
| 15. | Family-Centered Practice in Family Preservation Programs | 5 | 0 | 30 |
| 16. | Family-Centered/Family Preservation Serv. Supervisors' Trng. | 1 | 0 | 3 |
| 17. | Family Services Case Plans | 4 | 4 | 8 |
| 18. | Foster Family Home Licensing in Child Welfare Services | 4 | 4 | 8 |
| 19. | Intake in Child Welfare Services | 9 | 9 | 26 |
| 20. | Interviewing for Children's Services | 5 | 4 | 15 |
| 21. | Introduction to Child Sexual Abuse in Child Welfare Services | 3 | 3 | 18 |
| 22. | Introduction to Supervision for Child Welfare Services | 4 | 4 | 36 |
| 23. | Investigative Assessments in Child Welfare Services | 9 | 9 | 27 |
| 24. | Legal Aspects of Child Protective Services | 14 | 1 | 16 |
| 25. | Legal Aspects of Child Welfare in North Carolina | 1 | 0 | 2 |
| 26. | MAPP/GPS - Model Approach to Partnerships | 8 | 7 | 75 |
| 27. | Measure Twice-Cut Once: Using MEPA/IEP | 6 | 4 | 16 |
| 28. | Medical Aspects of Child Protective Services | 12 | 0 | 28 |
| 29. | Money Matters: Foster Care Funding Basics | 4 | 4 | 3 |
| 30. | Placement in Child Welfare Services | 9 | 9 | 36 |
| 31. | Pre-Service Overview for Supervisors | 1 | 1 | 2 |
| 32. | Substance Abuse in Child Welfare Services | 4 | 3 | 12 |
| 33. | True Colors | 4 | 4 | 4 |
| 34. | Working with Adolescents in Foster and Residencial Care | 9 | 0 | 9 |
| | TOTALS | 222 | 164 | 1078 |

Table 3: Number of Registrants (County DSS and Other Agency Workers) During Year 1999

| Trainin g # | 1 - Workers (A+B) | | | | | | 2 - Workers | | 3 - Workers | | 4 - Workers | | EVENT | | DEMAND | | OVERALL DEMAND |
|-------------------|----------------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-----------|--------|--------|--|-------------------|
| | REGISTRATION | | A -Attended | | B - No Show | | CANCELED | | WAIT LIST | | CLOSED | | (1+2+3+4) | | | | |
| | ACCEPTED | | | | | | | | | | | | | | | | |
| | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | | | |
| 1 | 23 | 2 | 22 | 2 | 1 | 0 | 4 | 3 | 8 | 0 | 0 | 0 | 35 | 5 | 40 | | |
| 2 | 34 | 14 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 34 | 14 | 34 | 14 | 48 | | |
| 3 | 13 | 13 | 13 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 13 | 26 | | |
| 4 | 109 | 3 | 107 | 3 | 2 | 0 | 25 | 1 | 4 | 0 | 11 | 1 | 149 | 5 | 154 | | |
| 5 | 88 | 1 | 72 | 1 | 16 | 0 | 19 | 1 | 31 | 0 | 0 | 0 | 138 | 2 | 140 | | |
| 6 | 29 | 2 | 26 | 0 | 3 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 32 | 3 | 35 | | |
| 7 | 118 | 14 | 104 | 12 | 14 | 2 | 54 | 2 | 8 | 0 | 6 | 1 | 186 | 17 | 203 | | |
| 8 | 343 | 7 | 307 | 7 | 36 | 0 | 63 | 1 | 67 | 0 | 240 | 10 | 713 | 18 | 731 | | |
| 9 | 123 | 3 | 116 | 2 | 7 | 1 | 25 | 0 | 145 | 5 | 49 | 0 | 342 | 8 | 350 | | |
| 10 | 839 | 111 | 790 | 107 | 49 | 4 | 146 | 33 | 24 | 0 | 2 | 4 | 1011 | 148 | 1159 | | |
| 11 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 8 | | |
| 12 | 25 | 4 | 21 | 4 | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 28 | 4 | 32 | | |
| 13 | 25 | 7 | 24 | 5 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 26 | 8 | 34 | | |
| 14 | 364 | 19 | 335 | 18 | 29 | 1 | 65 | 2 | 84 | 5 | 200 | 9 | 712 | 36 | 748 | | |
| 15 | 39 | 97 | 37 | 91 | 2 | 6 | 10 | 15 | 0 | 0 | 0 | 0 | 49 | 112 | 161 | | |
| 16 | 20 | 5 | 18 | 4 | 2 | 1 | 11 | 2 | 3 | 0 | 0 | 0 | 34 | 7 | 41 | | |
| 17 | 91 | 0 | 82 | 0 | 9 | 0 | 17 | 0 | 2 | 0 | 0 | 0 | 110 | 0 | 110 | | |
| 18 | 74 | 11 | 71 | 11 | 3 | 0 | 13 | 5 | 6 | 0 | 1 | 0 | 94 | 16 | 110 | | |
| 19 | 89 | 5 | 77 | 4 | 12 | 1 | 17 | 0 | 4 | 0 | 24 | 1 | 134 | 6 | 140 | | |
| 20 | 59 | 1 | 49 | 1 | 10 | 0 | 15 | 2 | 3 | 0 | 0 | 0 | 77 | 3 | 80 | | |
| 21 | 64 | 5 | 60 | 5 | 4 | 0 | 20 | 0 | 26 | 1 | 29 | 5 | 139 | 11 | 150 | | |
| 22 | 62 | 9 | 57 | 9 | 5 | 0 | 6 | 1 | 15 | 1 | 0 | 0 | 83 | 11 | 94 | | |
| 23 | 109 | 5 | 101 | 5 | 8 | 0 | 29 | 0 | 9 | 0 | 43 | 0 | 190 | 5 | 195 | | |

(Continued) Table 3: Number of Registrants (County DSS and Other Agencies Workers) During Year 1999

| Trainin g | 1 - Workers (A+B) REGISTRATION ACCEPTED | | Workers A – Attended | | Workers. B - No Show | | 2 - Workers CANCELED | | 3 - Workers WAIT LIST | | 4 - Workers EVENT CLOSED(*) | | DEMAND (1+2+3+4) | | OVERALL DEMAND |
|--------------|--|--------|-------------------------|--------|-------------------------|--------|-------------------------|--------|-----------------------------|--------|-----------------------------------|--------|---------------------|--------|-------------------|
| | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | |
| 24 | 609 | 21 | 535 | 17 | 74 | 4 | 42 | 1 | 15 | 1 | 0 | 0 | 666 | 23 | 689 |
| 25 | 14 | 1 | 14 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 1 | 15 |
| 26 | 127 | 39 | 119 | 38 | 8 | 1 | 17 | 4 | 21 | 14 | 0 | 0 | 165 | 57 | 222 |
| 27 | 70 | 20 | 64 | 20 | 6 | 0 | 6 | 1 | 9 | 0 | 0 | 0 | 85 | 21 | 106 |
| 28 | 605 | 25 | 535 | 19 | 70 | 6 | 30 | 0 | 18 | 0 | 0 | 0 | 653 | 25 | 678 |
| 29 | 88 | 5 | 71 | 5 | 17 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 96 | 5 | 101 |
| 30 | 100 | 6 | 91 | 6 | 9 | 0 | 42 | 0 | 3 | 0 | 4 | 0 | 149 | 6 | 155 |
| 31 | 9 | 3 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 3 | 12 |
| 32 | 77 | 5 | 70 | 5 | 7 | 0 | 23 | 1 | 8 | 0 | 19 | 1 | 127 | 7 | 134 |
| 33 | 81 | 11 | 74 | 10 | 7 | 1 | 4 | 1 | 1 | 0 | 0 | 0 | 86 | 12 | 98 |
| 34 | 62 | 34 | 57 | 29 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 34 | 96 |
| TOTAL | 4585 | 513 | | | | | | | | | | | 6444 | 651 | 7095* |

(*) These numbers include registrants with training pre-requisite not met

Table 4: Number of Registrants by County During Year 1999

| COUNTY | 1 - Workers (A+B) | | | | | | 2 - Workers | | 3 - Workers | | 4 - Workers | | DEMAND (1+2+3+4) | OVERALL DEMAND | |
|--------------------|-------------------|--------|-------------|-------------|----------|-----------|-------------|--------|-------------|--------|-------------|--------|---------------------|-------------------|-----|
| | REGISTRATION | | A -Attended | B - No Show | CANCELED | WAIT LIST | EVENT | | | | | | | | |
| | CONFIRMED | | | | | | CLOSED | | | | | | | | |
| | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | |
| Info not available | 26 | 27 | 23 | 25 | 3 | 2 | 3 | 1 | 2 | 4 | 1 | 5 | 32 | 37 | 69 |
| 1. Alamance | 41 | 14 | 35 | 13 | 6 | 1 | 8 | 2 | 8 | 0 | 7 | 1 | 64 | 17 | 81 |
| 2. Alexander | 15 | 0 | 15 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 20 | 0 | 20 |
| 3. Alleghany | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| 4. Anson | 6 | 4 | 5 | 4 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 8 | 5 | 13 |
| 5. Ashe | 22 | 0 | 20 | 0 | 2 | 0 | 12 | 0 | 2 | 0 | 3 | 0 | 39 | 0 | 39 |
| 6. Avery | 14 | 6 | 12 | 5 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 16 | 6 | 22 |
| 7. Beaufort | 17 | 2 | 16 | 2 | 1 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 21 | 2 | 23 |
| 8. Bertie | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 8 | 0 | 8 |
| 9. Bladen | 5 | 2 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 7 |
| 10. Brunswick | 21 | 2 | 17 | 2 | 4 | 0 | 1 | 0 | 6 | 0 | 1 | 0 | 29 | 2 | 31 |
| 11. Buncombe | 203 | 37 | 177 | 34 | 26 | 3 | 46 | 6 | 15 | 0 | 21 | 2 | 285 | 45 | 330 |
| 12. Burke | 49 | 13 | 43 | 13 | 6 | 0 | 6 | 2 | 6 | 0 | 6 | 0 | 67 | 15 | 82 |
| 13. Cabarrus | 58 | 6 | 56 | 6 | 2 | 0 | 8 | 0 | 5 | 0 | 11 | 0 | 82 | 6 | 88 |
| 14. Caldwell | 64 | 9 | 55 | 9 | 9 | 0 | 17 | 0 | 0 | 0 | 10 | 0 | 91 | 9 | 100 |
| 15. Camden | 10 | 0 | 9 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 12 | 0 | 12 |
| 16. Carteret | 23 | 0 | 18 | 0 | 5 | 0 | 3 | 0 | 0 | 0 | 6 | 0 | 32 | 0 | 32 |
| 17. Caswell | 18 | 0 | 17 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 4 | 0 | 25 | 0 | 25 |
| 18. Catawba | 163 | 6 | 144 | 5 | 19 | 1 | 30 | 0 | 17 | 0 | 16 | 0 | 226 | 6 | 232 |
| 19. Chatham | 22 | 1 | 20 | 1 | 2 | 0 | 5 | 0 | 3 | 0 | 1 | 0 | 31 | 1 | 32 |
| 20. Cherokee | 16 | 6 | 15 | 5 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 0 | 17 | 9 | 26 |
| 21. Chowan | 2 | 4 | 2 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 7 |
| 22. Clay | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |

(continued) Table 4: Total Number of Registrants by County During Year 1999

| COUNTY | 1 - Workers (A+B) | | | | | | 2 - Workers | | 3 - Workers | | 4 - Workers | | DEMAND (1+2+3+4) | OVERALL DEMAND | |
|----------------|-------------------|--------|-------------|-------------|----------|-----------|-------------|--------|-------------|--------|-------------|--------|---------------------|-------------------|-----|
| | REGISTRATION | | A -Attended | B - No Show | CANCELED | WAIT LIST | EVENT | | | | | | | | |
| | CONFIRMED | | | | | | CLOSED | | | | | | | | |
| | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | |
| 23. Cleveland | 115 | 6 | 104 | 5 | 11 | 1 | 14 | 0 | 10 | 0 | 15 | 2 | 154 | 8 | 162 |
| 24. Columbus | 15 | 2 | 13 | 2 | 2 | 0 | 9 | 0 | 4 | 0 | 3 | 0 | 31 | 2 | 33 |
| 25. Craven | 38 | 2 | 36 | 2 | 2 | 0 | 3 | 0 | 1 | 0 | 6 | 0 | 48 | 2 | 50 |
| 26. Cumberland | 228 | 8 | 212 | 6 | 16 | 2 | 29 | 1 | 32 | 2 | 42 | 1 | 331 | 12 | 343 |
| 27. Currituck | 13 | 0 | 13 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 16 | 0 | 16 |
| 28. Dare | 23 | 0 | 21 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 30 | 0 | 30 |
| 29. Davidson | 82 | 22 | 76 | 20 | 6 | 2 | 4 | 2 | 3 | 0 | 13 | 0 | 102 | 24 | 126 |
| 30. Davie | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| 31. Duplin | 36 | 1 | 35 | 1 | 1 | 0 | 11 | 0 | 5 | 0 | 9 | 0 | 61 | 1 | 62 |
| 32. Durham | 136 | 7 | 124 | 7 | 12 | 0 | 25 | 0 | 12 | 1 | 25 | 0 | 198 | 8 | 206 |
| 33. Edgecombe | 73 | 0 | 67 | 0 | 6 | 0 | 21 | 0 | 9 | 0 | 15 | 0 | 118 | 0 | 118 |
| 34. Forsyth | 150 | 15 | 141 | 15 | 9 | 0 | 22 | 1 | 13 | 1 | 25 | 0 | 210 | 17 | 227 |
| 35. Franklin | 29 | 0 | 28 | 0 | 1 | 0 | 4 | 0 | 5 | 0 | 8 | 0 | 46 | 0 | 46 |
| 36. Gaston | 202 | 6 | 193 | 6 | 9 | 0 | 22 | 4 | 18 | 0 | 27 | 2 | 269 | 12 | 281 |
| 37. Gates | 5 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 7 | 0 | 7 |
| 38. Graham | 15 | 1 | 13 | 1 | 2 | 0 | 5 | 0 | 1 | 0 | 2 | 0 | 23 | 1 | 24 |
| 39. Granville | 8 | 2 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 9 | 2 | 11 |
| 40. Greene | 21 | 0 | 19 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 27 | 0 | 27 |
| 41. Guilford | 146 | 37 | 136 | 37 | 10 | 0 | 16 | 5 | 16 | 3 | 16 | 0 | 194 | 45 | 239 |
| 42. Halifax | 65 | 3 | 58 | 3 | 7 | 0 | 6 | 0 | 3 | 0 | 9 | 0 | 83 | 3 | 86 |
| 43. Harnett | 83 | 0 | 80 | 0 | 3 | 0 | 24 | 0 | 16 | 0 | 9 | 0 | 132 | 0 | 132 |
| 44. Haywood | 26 | 3 | 23 | 2 | 3 | 1 | 10 | 1 | 4 | 0 | 1 | 0 | 41 | 4 | 45 |
| 45. Henderson | 52 | 3 | 52 | 3 | 0 | 0 | 6 | 1 | 5 | 0 | 6 | 0 | 69 | 4 | 73 |

(continued) Table 4: Total Number of Registrants by County During Year 1999

| COUNTY | 1 - Workers (A+B) | | | | | | 2 - Workers | | 3 - Workers | | 4 - Workers | | DEMAND (1+2+3+4) | | OVERALL DEMAND |
|-----------------|-------------------|--------|--------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|---------------------|--------|-------------------|
| | REGISTRATION | | A - Attended | | B - No Show | | CANCELED | | WAIT LIST | | EVENT | | | | |
| | CONFIRMED | | | | | | | | | | CLOSED | | | | |
| | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | |
| 46. Hertford | 21 | 1 | 19 | 1 | 2 | 0 | 4 | 0 | 2 | 0 | 4 | 0 | 31 | 1 | 32 |
| 47. Hoke | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| 48. Hyde | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 3 |
| 49. Iredell | 67 | 3 | 61 | 3 | 6 | 0 | 4 | 2 | 8 | 0 | 10 | 4 | 89 | 9 | 98 |
| 50. Jackson | 39 | 7 | 35 | 7 | 4 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 43 | 7 | 50 |
| 51. Johnston | 40 | 0 | 35 | 0 | 5 | 0 | 1 | 0 | 7 | 0 | 4 | 0 | 52 | 0 | 52 |
| 52. Jones | 11 | 0 | 10 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 14 | 0 | 14 |
| 53. Lee | 7 | 1 | 7 | 1 | 0 | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 12 | 1 | 13 |
| 54. Lenoir | 58 | 6 | 54 | 6 | 4 | 0 | 0 | 0 | 6 | 0 | 11 | 0 | 75 | 6 | 81 |
| 55. Lincoln | 43 | 3 | 38 | 3 | 5 | 0 | 4 | 0 | 0 | 0 | 2 | 0 | 49 | 3 | 52 |
| 56. Macon | 13 | 2 | 11 | 2 | 2 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 16 | 3 | 19 |
| 57. Madison | 13 | 0 | 9 | 0 | 4 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 14 | 1 | 15 |
| 58. Martin | 15 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 19 | 0 | 19 |
| 59. McDowell | 22 | 4 | 20 | 4 | 2 | 0 | 3 | 0 | 2 | 0 | 1 | 0 | 28 | 4 | 32 |
| 60. Mecklenburg | 165 | 59 | 148 | 52 | 17 | 7 | 17 | 5 | 2 | 5 | 1 | 7 | 185 | 76 | 261 |
| 61. Mitchell | 14 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 16 | 0 | 16 |
| 62. Montgomery | 22 | 0 | 20 | 0 | 2 | 0 | 3 | 0 | 2 | 0 | 4 | 0 | 31 | 0 | 31 |
| 63. Moore | 58 | 0 | 48 | 0 | 10 | 0 | 13 | 0 | 1 | 0 | 3 | 0 | 75 | 0 | 75 |
| 64. Nash | 60 | 1 | 56 | 1 | 4 | 0 | 7 | 2 | 4 | 0 | 0 | 1 | 71 | 4 | 75 |
| 65. New Hanover | 113 | 6 | 110 | 6 | 3 | 0 | 4 | 1 | 4 | 2 | 7 | 0 | 128 | 9 | 137 |
| 66. Northampton | 15 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 7 | 0 | 29 | 0 | 29 |
| 67. Onslow | 242 | 4 | 210 | 2 | 32 | 2 | 57 | 1 | 33 | 0 | 35 | 0 | 367 | 5 | 372 |

(continued) Table 4: Total Number of Registrants by County During Year 1999

| COUNTY | 1 - Workers (A+B) | | | | | | 2 - Workers | | 3 - Workers | | 4 - Workers | | DEMAND | | OVERALL DEMAND |
|------------------|-------------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-----------|--------|----------------|
| | REGISTRATION | | A -Attended | | B - No Show | | CANCELED | | WAIT LIST | | EVENT | | (1+2+3+4) | | |
| | CONFIRMED | | | | | | | | | | CLOSED | | | | |
| | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | |
| 68. Orange | 71 | 23 | 67 | 23 | 4 | 0 | 4 | 1 | 11 | 0 | 4 | 0 | 90 | 24 | 114 |
| 69. Pamlico | 17 | 1 | 15 | 1 | 2 | 0 | 3 | 0 | 0 | 0 | 4 | 0 | 24 | 1 | 25 |
| 70. Pasquotank | 56 | 0 | 53 | 0 | 3 | 0 | 7 | 0 | 7 | 0 | 3 | 0 | 73 | 0 | 73 |
| 71. Pender | 59 | 0 | 55 | 0 | 4 | 0 | 7 | 0 | 18 | 0 | 11 | 0 | 95 | 0 | 95 |
| 72. Perquimans | 8 | 1 | 8 | 1 | 0 | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 14 | 1 | 15 |
| 73. Person | 17 | 0 | 17 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 7 | 0 | 26 | 0 | 26 |
| 74. Pitt | 86 | 16 | 82 | 15 | 4 | 1 | 21 | 2 | 16 | 0 | 12 | 1 | 135 | 19 | 154 |
| 75. Polk | 11 | 0 | 10 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 16 | 0 | 16 |
| 76. Randolph | 69 | 4 | 65 | 4 | 4 | 0 | 7 | 0 | 19 | 0 | 17 | 0 | 112 | 4 | 116 |
| 77. Richmond | 58 | 9 | 51 | 7 | 7 | 2 | 13 | 1 | 5 | 0 | 3 | 0 | 79 | 10 | 89 |
| 78. Robeson | 146 | 1 | 141 | 1 | 5 | 0 | 21 | 0 | 46 | 0 | 36 | 0 | 249 | 1 | 250 |
| 79. Rockingham | 9 | 1 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 15 | 1 | 16 |
| 80. Rowan | 80 | 4 | 56 | 4 | 24 | 0 | 10 | 0 | 16 | 0 | 9 | 0 | 115 | 4 | 119 |
| 81. Rutherford | 42 | 4 | 41 | 4 | 1 | 0 | 9 | 1 | 3 | 0 | 0 | 0 | 54 | 5 | 59 |
| 82. Sampson | 14 | 2 | 14 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 16 | 2 | 18 |
| 83. Scotland | 11 | 1 | 9 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 14 | 1 | 15 |
| 84. Stanly | 19 | 0 | 19 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 11 | 0 | 31 | 0 | 31 |
| 85. Stokes | 32 | 0 | 31 | 0 | 1 | 0 | 3 | 0 | 1 | 0 | 7 | 0 | 43 | 0 | 43 |
| 86. Surry | 60 | 0 | 59 | 0 | 1 | 0 | 9 | 0 | 0 | 0 | 2 | 0 | 71 | 0 | 71 |
| 87. Swain | 1 | 11 | 1 | 11 | 0 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 2 | 17 | 19 |
| 88. Transylvania | 24 | 1 | 21 | 1 | 3 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 33 | 1 | 34 |
| 89. Tyrrell | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

(continued) Table 4: Total Number of Registrants by County During Year 1999

| COUNTY | 1 - Workers (A+B) | | | | | | 2 - Workers | | 3 - Workers | | 4 - Workers | | | | OVERALL DEMAND |
|----------------|-------------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-----------|--------|----------------|
| | REGISTRATION | | A -Attended | | B - No Show | | | | | | EVENT | | DEMAND | | |
| | CONFIRMED | | | | | | CANCELED | | WAIT LIST | | CLOSED | | (1+2+3+4) | | |
| | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | DSS | others | |
| 90. Union | 54 | 2 | 51 | 2 | 3 | 0 | 9 | 0 | 6 | 0 | 3 | 0 | 72 | 2 | 74 |
| 91. Vance | 36 | 2 | 35 | 2 | 1 | 0 | 6 | 0 | 6 | 0 | 8 | 0 | 56 | 2 | 58 |
| 92. Wake | 183 | 104 | 168 | 95 | 15 | 9 | 17 | 18 | 8 | 8 | 20 | 7 | 228 | 137 | 365 |
| 93. Warren | 14 | 0 | 11 | 0 | 3 | 0 | 5 | 0 | 5 | 0 | 3 | 0 | 27 | 0 | 27 |
| 94. Washington | 17 | 0 | 17 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 3 | 0 | 22 | 0 | 22 |
| 95. Watauga | 15 | 0 | 15 | 0 | 0 | 0 | 5 | 0 | 1 | 0 | 1 | 0 | 22 | 0 | 22 |
| 96. Wayne | 52 | 0 | 48 | 0 | 4 | 0 | 5 | 0 | 14 | 0 | 10 | 0 | 81 | 0 | 81 |
| 97. Wilkes | 24 | 6 | 16 | 5 | 8 | 1 | 3 | 0 | 1 | 0 | 2 | 0 | 30 | 6 | 36 |
| 98. Wilson | 53 | 0 | 47 | 0 | 6 | 0 | 6 | 0 | 7 | 0 | 7 | 0 | 73 | 0 | 73 |
| 99. Yadkin | 20 | 0 | 18 | 0 | 2 | 0 | 6 | 1 | 0 | 0 | 5 | 0 | 31 | 1 | 32 |
| 100.Yancey | 24 | 0 | 22 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 27 | 0 | 27 |
| GRAND TOTAL | 4792* | 549* | 4382 | 512 | 410 | 37 | 712 | 71 | 515 | 28 | 627 | 33 | 6646* | 681* | 7327* |

(*) These numbers include registrations for the Sexual Abuse Institute (286 registrants)

Table 5: Registration Demand & Training Events Offered by Regional Training Center in 1999

| # | TRAININGS | ASHEVILLE | | CHARLOTTE | | GREENSBORO | | KINSTON | | OTHER LOCATIONS | |
|-----|---|-----------|--------|-----------|--------|------------|--------|---------|--------|-----------------|--------|
| | | Event | Demand | Event | Demand | Event | Demand | Event | Demand | Event | Demand |
| 1. | A Systems Approach to Supervision | | | | | | | | | 1 | 40 |
| 2. | Adolescent Independent Living 101 | | | | | | | | | 2 | 49 |
| 3. | Adolesc. Independ. Living Group Work | | | | | | | | | 1 | 26 |
| 4. | Adoptions in Child Welfare Services | 1 | 30 | 1 | 49 | 1 | 33 | | | 1 | 14 |
| 5. | Alcohol and Other Drugs | 1 | 19 | | | 1 | 45 | 1 | 41 | 1 | 35 |
| 6. | Case Building Toward Permanence | | | 1 | 35 | | | | | | |
| 7. | Case Planning and Case Management | 2 | 45 | 3 | 82 | 2 | 35 | 2 | 43 | | |
| 8. | Child Development in Families at Risk | 3 | 140 | 3 | 135 | 5 | 317 | 3 | 139 | | |
| 9. | Child Sexual Abuse | | | 1 | 61 | 1 | 77 | 1 | 52 | 2 | 160 |
| 10. | Child Welfare in North Carolina | 10 | 216 | 10 | 276 | 10 | 334 | 10 | 234 | 3 | 94 |
| 11. | Child Welfare in NC for Students | | | | | | | | | 1 | 8 |
| 12. | Crossing the Threshold: | 1 | 21 | | | | | 1 | 11 | | |
| 13. | Deciding Together | | | 1 | 5 | 1 | 18 | 1 | 11 | | |
| 14. | Effects of Separation | 4 | 168 | 4 | 134 | 3 | 171 | 5 | 275 | | |
| 15. | Family-Centered Practice in Family Preservation Programs | | | | | | | | | 5 | 161 |
| 16. | Family-Centered/Family Preservation Supervisors' Training | 1(*) | 5 | | | | | 1(*) | 5 | 1 | 31 |
| 17. | Family Services Case Plans | 1 | 33 | 1 | 17 | 1 | 30 | 1 | 30 | | |
| 18. | Foster Family Home Licensing | 1 | 15 | 1 | 21 | 1 | 37 | 1 | 15 | | |
| 19. | Intake in Child Welfare Services | 2 | 18 | 2 | 26 | 3 | 69 | 2 | 27 | | |
| 20. | Interviewing for Children's Services | 1 | 12 | 1 | 26 | 1 | 8 | 1 | 15 | 1 | 19 |
| 21. | Introduction to Child Sexual Abuse | 1 | 36 | 1 | 63 | | | 1 | 51 | | |
| 22. | Introduction to Supervision | 1 | 19 | 1 | 35 | 1 | 22 | 1 | 18 | | |
| 23. | Investigative Assessments | 2 | 22 | 2 | 18 | 3 | 115 | 2 | 40 | | |

**(continued) Table 5: Registration Demand & Training Events Offered by Regional Training Center
in 1999**

| # | TRAININGS | ASHEVILLE | | CHARLOTTE | | GREENSBORO | | KINSTON | | OTHER LOCATIONS | |
|--|---|-----------|--------|-----------|--------|------------|--------|---------|--------|-----------------|--------|
| | | Event | Demand | Event | Demand | Event | Demand | Event | Demand | Event | Demand |
| 24. | Legal Aspects of Child Protective Serv. | | | 1 | 31 | | | | | 13 | 654 |
| 25. | Legal Aspects of Child Welfare in NC | | | | | | | | | 1 | 15 |
| 26. | Model Approach to Partnerships in Parenting (MAPP): | 2 | 40 | 2 | 61 | 1 | 40 | 2 | 54 | 1 | 27 |
| 27. | Measure Twice, Cut Once: | 1 | 12 | 1 | 13 | 1 | 10 | 1 | 12 | 2 | 59 |
| 28. | Medical Aspects of Child Protective Services | | | | | | | | | 12 | 678 |
| 29. | Money Matters: Foster Care Funding Basics | 1 | 24 | 1 | 24 | 1 | 29 | 1 | 24 | | |
| 30. | Placement in Child Welfare Services | 3 | 83 | 2 | 21 | 2 | 24 | 2 | 27 | | |
| 31. | Pre-Service Overview for Supervisors | | | 1 | 8 | | | 1(*) | 4 | | |
| 32. | Substance Abuse in Child Welfare Services | 1 | 22 | 1 | 29 | | | 1 | 29 | 1 | 54 |
| 33. | True Colors | 1 | 12 | 1 | 36 | 1 | 20 | 1 | 30 | | |
| 34. | Working With Adolescents in Foster and Residential Care | | | | | | | | | 9 | 96 |
| | TOTAL EVENTS OFFERED & REGISTRATION DEMAND | 41 | 992 | 43 | 1206 | 40 | 1434 | 43 | 1187 | 58 | 2220 |
| GRAND TOTAL EVENTS = 225 – 3(*) = 222 | | | | | | | | | | | |

(*) training cancelled due to low registration

Child Welfare Training System

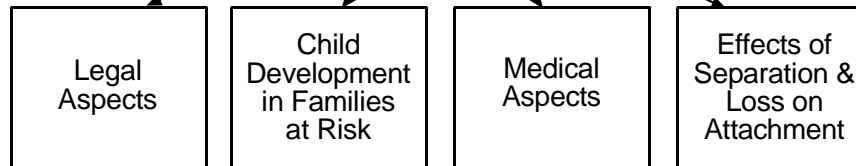
100 Series

Pre-service

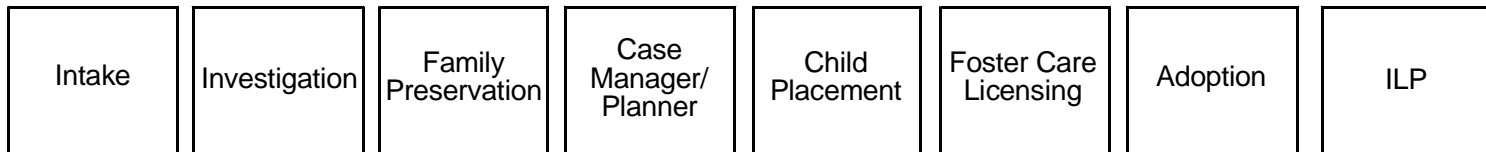
(Effective July 1998)

200 Series

Tier 1



Tier 2

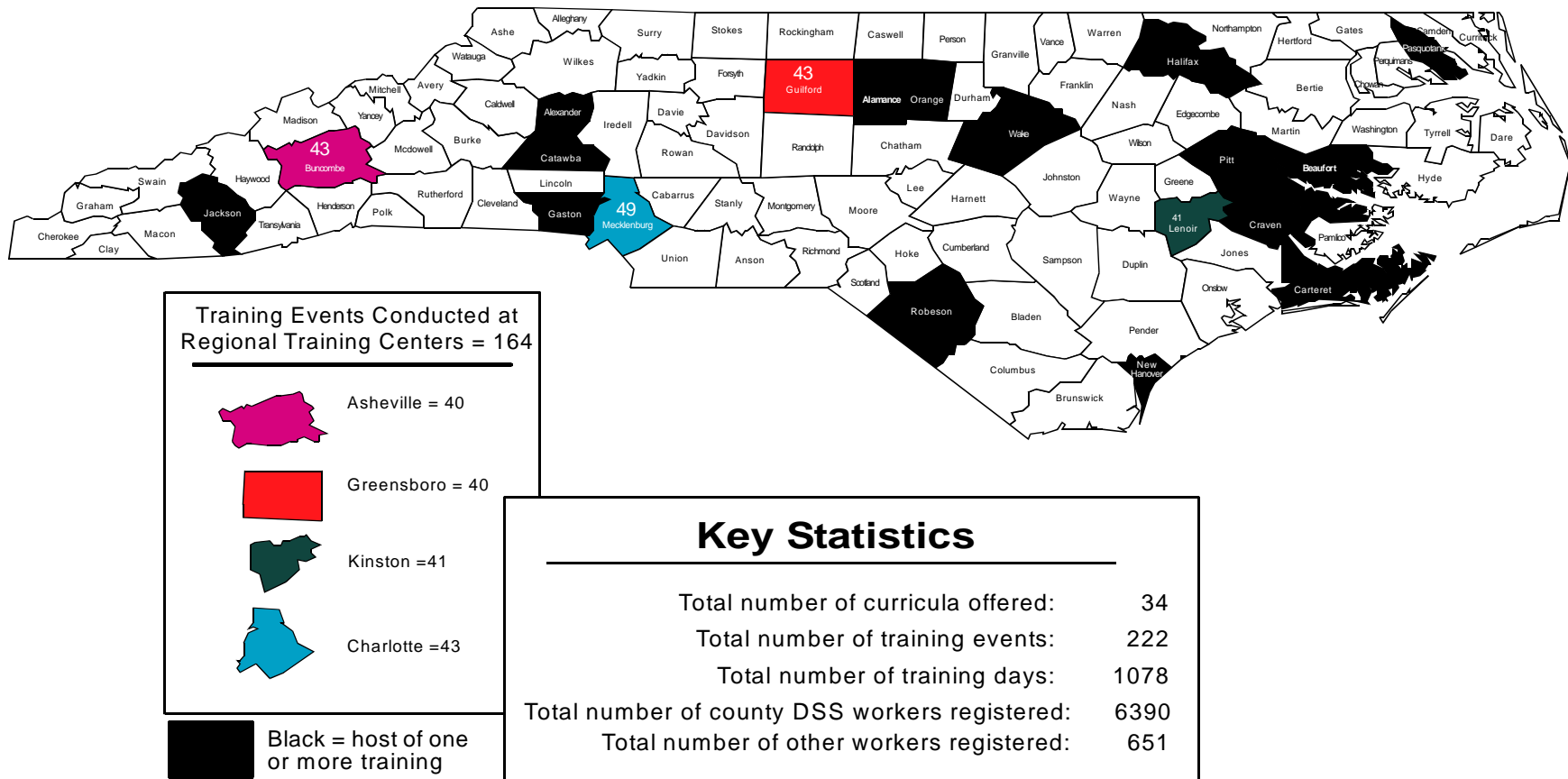


300 Series

All in-service training

N.C. Division of Social Services
Children's Services Statewide Training Partnership

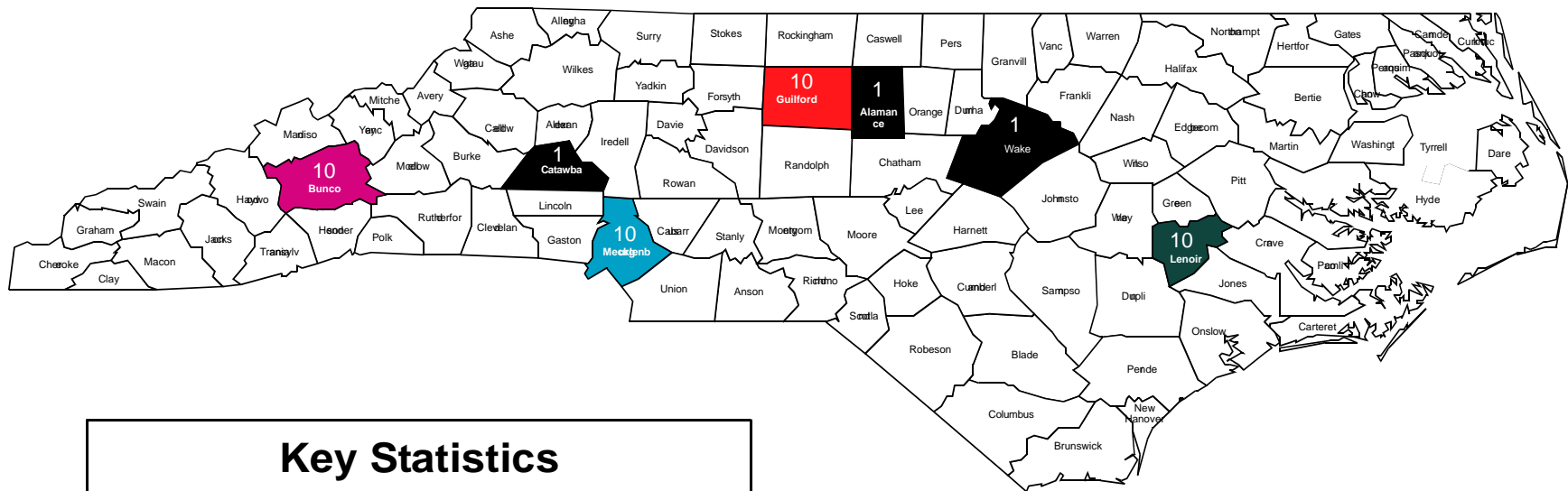
1999 Year-end Training Report



*N.C. Division of Social Services
Children's Services Statewide Training Partnership
1999 Year-end Training Report*

Child Welfare Training in North Carolina

Pre-Service Curriculum



Key Statistics

| | |
|--|------|
| Total number of training events: | 43 |
| Total number of training days: | 516 |
| Total number of county DSS workers registered: | 1011 |
| Total number of other workers registered: | 148 |

REGIONAL TRAINING CENTERS

Asheville Regional Training Center

Asheville-Buncombe Technical Community College
Pines Building
340 Victoria Road, Room 400 – Training Rooms: 226 & 228
Asheville, NC 28801
Trainers: Steve Elledge and Geraldine Shuford

Charlotte Regional Training Center

Central Piedmont Community College
Continuing Education Building
515 Insurance Lane (mailing address and offices only)
Kratt Building, Training Rooms 111 & 112
Charlotte, NC 28204
Trainers: Virginia Clark and Dee Hunt

Greensboro Regional Training Center

Guilford Technical Community College
J.C. Price Campus
400 West Whittington Street – Training Rooms: 207 & 216
Greensboro, NC 27406
Trainers: Jerry Cartwright and Tanya McDougal

Kinston Regional Training Center

Lenoir Community College
Main Building – Training Rooms: 202 & 205
Highway 70
Kinston, NC 28502
Trainers: Ruth Harrison and Debbie Orcutt